

5 Content Standards and Instructional Practices

Grades Nine Through Twelve

By the twelfth grade students are expected each year to read independently two million words of running text. . . . For many students that amount of independent reading will not occur without strategic and systematic guidance in their selection of text and reinforcement of independent reading habits.

Many of the general topics in the standards for grades nine through twelve are similar to those for the earlier grades. For instance, the standards continue to emphasize reading informational and literary text critically, writing compositions according to major text structures and genres, and making oral presentations. By the twelfth grade students are expected each year to read independently two million words of running text (see page 209 in this chapter). That amount is twice that called for in earlier grades. The content of the reading should include a wide variety of classic and contemporary literature, magazines, newspapers, and online information. For many students that amount of independent reading will not occur without strategic and systematic guidance in their selection of text and reinforcement of independent reading habits (Baker, Gersten, and Grossen 2002; Schumaker, Deschler, and McKinght, 2002; Snow, 2002). The goal of two million words of annual independent reading should be a logical extension of the eighth-grade goal of one million words.

Comprehension standards for informational materials and literature require that students demonstrate more sophisticated strategies as they analyze, evaluate, and elaborate on what is read, critique the credibility of information, and compare works and provide evidence to support ideas. A major difference between the standards for grades

24 nine through twelve and those for earlier grade levels is that all reading in the ninth
25 through twelfth grades takes place in conjunction with grade-appropriate materials,
26 which become increasingly long and complex as students advance (Schumaker,
27 Deschler, and McKinght, 2002; Snow, 2002).

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30 Writing and oral presentations also become more sophisticated and complex in
31 grades nine through twelve. By the ninth grade students have had plentiful opportunities
32 to read and compose narrative, expository, persuasive, and descriptive text. (See the
33 discussion on writing as a process at the beginning of Chapter 3.) Composition
34 standards in grades nine through twelve require that writers combine the individual text
35 genres to produce texts of at least 1,500 words each (see pages 195 and 211 in this
36 chapter). Concurrently, writers apply and refine their command of the writing process
37 and writing conventions.

38 Many standards for grades nine through twelve are either unique to those grades or
39 receive far greater emphasis than in earlier grades. Such standards include:

- 40 • Strong emphasis on research-based discourse (writing and delivering research-
41 based compositions and oral presentations and reading research discourse
42 critically)
- 43 • Incorporating technology into the language arts as a tool for conducting research or
44 creating finished manuscripts and multimedia presentations
- 45 • Focus on analytically critiquing a variety of media

- Greater emphasis on the language arts as applied to work and careers (e.g., conducting interviews, filling out job applications, writing business letters, performing technical writing)

As in previous grades new comprehension and writing strategies to assist readers in their understanding and use of written language will require instruction (Higgins, Boone, and Lovitt, 2001; Klinger, Vaughn, and Schumm, 1999; Schumaker, Deschler, and McKinght, 2002; Snow, 2002). Students will need explicit instruction as they learn and apply more sophisticated and complex strategies.

Ninth Grade and Tenth Grade Standards and Instruction

In the ninth and tenth grades, students continue to apply the knowledge and skills acquired in the earlier grades but in more refined and sophisticated ways. In some cases standards address new goals, such as mastering appropriate interviewing techniques. Regardless, emphasis continues to be centered on analyzing literature in greater depth, analyzing career-related and other informational discourse, completing more complex writing assignments, and giving more extensive oral presentations. The strands to be emphasized at the ninth-grade and tenth-grade levels are listed in the adjacent column under the appropriate domains.

Reading

1.0 Word Analysis, Fluency, and Systematic Vocabulary Development

2.0 Reading Comprehension (Focus on Informational Materials)

3.0 Literary Response and Analysis

Writing

1.0 Writing Strategies

2.0 Writing Applications (Genres and Their Characteristics)

Written and Oral English-Language Conventions

1.0 Written and Oral English-Language Conventions

Listening and Speaking

1.0 Listening and Speaking Strategies

2.0 Speaking Applications (Genres and Their Characteristics)

The following sections profile focus areas within each of the strands.

Reading Word Analysis, Fluency, and Systematic Vocabulary Development

Applying etymological and morphological knowledge to word meanings continues to be emphasized, particularly words derived from Greek, Roman, and Norse mythology. Students also distinguish between the denotative and connotative meanings of words and learn about the power of connotative meanings.

Instruction in word derivation should take place throughout the year as a relatively small part of several lessons. In addition, all work in vocabulary study should be reviewed cumulatively and periodically throughout the year. New vocabulary—especially when it represents new conceptual knowledge—is rarely acquired without such review. Often, students at this level may study word derivations independently, but their work should be closely monitored by the teacher (Beck, McKeown, and Kucan, 2002).

Because the standards for the ninth and tenth grades emphasize Greek, Roman, and Norse mythology as sources for word derivations, some reading assignments should involve those topics.

Reading Reading Comprehension

Comprehension and analysis of informational materials have not been focused on in language arts instruction at the high school level. Instead, emphasis has traditionally been placed on the study of literary works. Although anthologies of literature now provide many nonfiction selections (and suggested learning activities to accompany the selections), teachers may need to expand classroom collections of expository readings of various lengths. In addition, effective strategies for studying expository texts vary somewhat from the strategies used for narrative texts (fiction and biography). For example, students need to recognize the structural features and organization unique to nonnarrative texts, such as the use of headings and subheadings. Much of the

expository reading done in high school is taken from textbooks and related academic readings assigned in classes other than English class. Therefore, teachers in all disciplines should share responsibility for student achievement in this area (Biancarosa and Snow, 2004; Snow, 2002).

Students are expected to develop critical-thinking skills appropriate in all academic areas, such as:

- Synthesizing the content and ideas from several sources focused on a single issue or written by a single author
- Producing evidence of comprehension by paraphrasing ideas and connecting them to other sources and to related topics
- Extending ideas presented in primary or secondary sources through original analysis, evaluation, and elaboration

In the ninth and tenth grades, the structural features of workplace documents (e.g., business letters, memos, minutes, and procedural manuals) receive primary attention in contrast to the focus on consumer materials in the eighth grade. In addition, students are required to demonstrate their ability to follow the types of sophisticated technical directions found in advanced software programs or Internet resources. Students are likely to experience difficulties with technology guides because the terminology is unclear or the material is not well written or user-friendly. Instruction should help students identify the reasons for technological material to be difficult to follow (Snow, 2002). Moreover, the instruction should tie into students' own expository writing (Higgins, Boone, and Lovitt, 2001).

Students in the ninth and tenth grades are required to produce bibliographies of reference materials, using a variety of documents. Students preparing research reports in high school most frequently use the works-cited model (including only reference

sources quoted or otherwise referred to in the student work) rather than the more extensive bibliography (including all materials used for background and research). Within the text students more frequently use a parenthetical model (author-date) rather than endnotes or footnotes. For students to understand and appreciate the function of reference citations, they should consider the types of problems researchers would have if one or more elements were missing from a citation or reference. Acceptable formats for presenting this information include the guidelines published by the Modern Language Association and by the American Psychological Association. Whichever is selected, it should be used meticulously and consistently throughout the document.

Reading Literary Response and Analysis

The literary response and analysis strand is an area of comfort and expertise for English teachers at the high school level. Indeed, the opportunity to share literary works with students is a common motivating force in a person's decision to become a high school English teacher.

Typically, novels are the core texts for literary analysis in high school and are supplemented with short stories, essays, and poetry. Teachers should note that current anthologies of literature are much more than compilations of short stories and poems and offer a wealth of instructional strategies and activities, many of which integrate several language arts standards. To meet the demanding requirements dictated by those standards, teachers must ensure that many student assignments and activities serve more than a single purpose in the curriculum.

In reading literary pieces, students in the ninth and tenth grades should analyze such elements as the following:

- Character, interactions among characters, and interactions between characters and plot

- Time and sequence (e.g., foreshadowing and flashbacks)
- Comparison of universal themes in several works
- Literary elements, such as figurative language, allegory, and symbolism
- Ambiguities, contradictions, and ironies in the text
- Voice or persona (point of view)

Although the elements of literature at this level are fundamental and have been targeted in the earlier grades, many are sophisticated concepts that require explicit instruction in strategies before mastery can be achieved (Schumaker, Deschler, and McKinght, 2002; Snow, 2002). For instance, figurative language holds a cluster of challenging concepts. The goal here for students is not simply to define literary elements but to understand them in depth as an aid to reading and creating expressive discourse of their own. As a scaffolding technique, students should be prompted to look for very specific elements in reading. (*Example*: “Look for the metaphor in which something is compared to birds. Also, look at the imagery the narrator uses to describe her garden.”)

By the end of high school, students are expected to be familiar with the purposes and characteristics of the major genres of literature. These standards identify the grade-level focus as follows: grade seven—prose; grade eight—poetry; grades nine and ten—drama; and grades eleven and twelve—subgenres that span genres, such as satire.

One feature of this standard takes place largely outside the classroom. Students in the ninth and tenth grades are expected to read independently about one and one-half million words annually. (One million words are expected to be read annually by the end of the eighth grade and two million words annually by the end of the twelfth grade.) For the grade-level reader, two million words translate to about 11 pages per day or one 335-page book each month.

Although instructional formats and strategies used for outside reading have much in common for formats and strategies used in teaching core literature works, there are significant differences. The students' choices are more important in outside reading and may result in less diverse selections because young readers typically choose to focus on a single author, topic, or genre for a period of time. Reading should not be limited to works of fiction or nonfiction but should include magazines, especially those of special interest to the students; newspapers; and online sources. A variety of methods are available to assess reading done outside the classroom, including student-maintained reading logs and book reports in various formats (Klinger, Vaughn, and Schumm, 1999; Schumaker, Deschler, and McKinght, 2002). In relation to the standard, the instructional focus should be placed on the reading itself rather than on the final report on the reading.

Independent reading significantly improves a student's reading comprehension and vocabulary and increases familiarity with models of good writing and conventions of writing and spelling. It also serves an important affective purpose; that is, to develop a lifelong appreciation for reading for pleasure and information. Recent research indicates that the volume of reading also affects general cognitive development (Cunningham and Stanovich, 1998; Stanovich, 2000; Shaywitz, 2003; Snow, 2002).

Writing Writing Strategies

At this level writing extends the emphasis in earlier grades on establishing a coherent controlling theme that conveys a clear and distinctive perspective on the subject and maintains a consistent tone and focus throughout the piece of writing. Coherence can be a difficult concept for many students. On occasion students should work cooperatively in revising for coherence, using scaffolded think sheets as guides for helping one another obtain useful feedback and revise text (Schumaker, Deschler, and

McKight, 2002). They are likely to need continuing assistance in developing themes that are clear and neither too broad nor too narrow for their targeted document's purpose and length (Higgins, Boone, and Lovitt, 2001).

This standard also includes requirements in research and technology. Students in the ninth and tenth grades should be competent in:

- Using clear, nontrivial research questions and suitable research methodology from primary and secondary sources
- Synthesizing information from multiple sources to support the thesis
- Identifying complexities, discrepancies, and differing perspectives in the researched information
- Embedding quotations and citations skillfully and using bibliographic conventions appropriately

Students are also expected to use advanced publishing software to create final documents. Ready access to technology hardware, software, and Internet-based resources is a prerequisite to student proficiency in this area. As with reading for information, responsibility for instruction in research and technology skills in high school might be shared with teachers of other disciplines that require such skills.

Writing Writing Applications

This standard identifies the kinds of writing that students in the ninth and tenth grades are expected to produce. These writing assignments allow students to apply the general strategies of organization and focus, revision, and research methodology described in the standard.

The specific genres or text structures practiced in the eighth grade continue in the ninth and tenth grades, with increasing sophistication and length. When appropriate,

student texts should be 1,500 words in length (about five to six pages, typed and double-spaced).

The most important considerations for teaching students to write various text structures are:

1. Interrelating different standards that all address the same text structure
2. Providing models of each text structure, including examples of student writing
3. Identifying the critical elements of each text structure for students
4. Providing instructional opportunities to learn about writing for a variety of purposes and helping students achieve a sense of audience

Written and Oral English-Language Conventions

Conventions emphasized at this level include:

- Sentence and paragraph structure: main and subordinate clauses, phrases, parallel structure, consistency of verb tenses, placement of modifiers
- Punctuation: semicolons, colons, ellipses, hyphens
- Grammar and usage, diction, syntax
- Correct spelling
- Manuscript conventions: title page, pagination, spacing and margins
- Appropriate citations for source and support material

These standards are mostly the continuation of standards from earlier grade levels. Some students will need explicit remedial instruction for some standards that were previously introduced but not mastered. The use of individualized instructional software is one way in which teachers can efficiently address individual student deficits.

Many students will need help with some aspect of the conventions standards. Although certain standards should require very little instruction (e.g., manuscript

conventions), some usage topics will most likely plague many students (e.g., whether to use *affect* or *effect*; case of pronouns).

Listening and Speaking Listening and Speaking Strategies

Generally, these standards fall into two categories, delivering oral communications and analyzing oral and media communications. (*Note:* Not all of the standards are listed. See the *English–Language Arts Content Standards* for the complete list.)

Delivering Oral Communications

- Apply standard structural elements of expressive discourse.
- Use various visual aids and electronic media.
- Use devices of oral rhetoric (intonation, gestures, eye contact).
- Produce concise notes for extemporaneous oral presentations.

Analyzing Oral and Media Presentations

- Compare how different media cover the same event.
- Compare significant historical speeches and the rhetorical devices used.
- Analyze structural elements of oral and media presentations.
- Analyze rhetorical elements.
- Analyze orally presented arguments.
- Evaluate the aesthetic effects and techniques of media presentations.

The basic structural elements of oral presentations overlap significantly with written expression: logical patterns of organization, techniques for developing introductions and conclusions, development of a clear thesis, and so on. For that reason instruction should be made efficient by addressing the structural elements in conjunction with oral and written expression. Students can present orally the compositions they have written, giving them an opportunity to focus on the types of rhetorical elements unique to speech.

So that students can be assisted in analyzing oral and media presentations, they should first be taught the basic structures of such presentations through the use of models and formal instruction. They are thereby equipped with the tools they need for their own analyses. For example, students might first read a script for a situation comedy and then watch other comedies, evaluating the extent to which basic elements recur and identifying the elements of tone, timing, and delivery that contribute to creating humor.

Listening and Speaking Speaking Applications

Students are required to deliver presentations of the following types: narrative (autobiographical or fictional); expository (research); oral responses to literature; argument or persuasion; and descriptive.

Most of the genres in the standards for oral presentations are also targets of standards at other levels and within other domains. Such strongly related standards at this level should be taught in conjunction with one another. Some oral presentations should be carefully prepared and rehearsed; others should be extemporaneous.

Students in the ninth and tenth grades are also required to apply appropriate interviewing techniques. This skill is useful in information gathering, such as interviewing a Vietnam veteran about wartime experiences, and also relates directly to students' future career and job opportunities. Students should be provided with background scenarios for interviews and then can work on interview techniques in cooperative learning groups. Interviews are good examples of activities that combine listening and speaking skills.

Text structures and skills in listening and reading are connected in the same way in which speaking and writing are connected. Just as reading comprehension is more than decoding and pronunciation, listening is more than simply hearing spoken words.

301 Students in the ninth and tenth grades are expected to analyze and evaluate a
302 speaker's arguments and tone and the techniques used to create them. The use of
303 comparison and contrast is an effective instructional strategy to help students note the
304 key features in oral presentations. For example, students might compare and contrast
305 Lincoln's "Gettysburg Address" and Martin Luther King's "I Have a Dream" or
306 Shakespeare's *Henry V* and Kenneth Branagh's 1990 film version of that play. Students
307 are also required to evaluate the clarity, quality, and effectiveness of live speakers
308 (including their peers) and of media presentations.

309 Please see Appendix B for examples of standards that span domains and strands.

Ninth Grade and Tenth Grade Curricular and Instructional Profile

Reading Standard 1.3

DOMAIN

Reading

STRAND

1.0 Word analysis, fluency, and systematic vocabulary development

SUBSTRAND

Vocabulary and concept development

STANDARD

- 1.3 Identify Greek, Roman, and Norse mythology and use the knowledge to understand the origin and meaning of new words.
- Prerequisite standards. Seventh-Grade Word Analysis, Fluency, and Systematic Vocabulary Development Standards 1.2, 1.3.
- Standard 1.2: Use knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to understand content-area vocabulary.
- Standard 1.3: Clarify word meanings through the use of definition, example, restatement, or contrast.
- Corequisite standard. Ninth-Grade and Tenth-Grade Word Analysis, Fluency, and Systematic Vocabulary Development Standard 1.1: Identify and use the literal and figurative meanings of words and understand word derivations.

Curricular and Instructional Decisions

Instructional Objective

Develop vocabulary systematically, applying etymology and morphology, with particular emphasis being given to the contributions of Greek, Roman, and Norse mythology to English vocabulary.

Instructional Design

Beginning in the fourth grade, standards have emphasized the use of internal etymological and morphological cues as well as external context cues. Therefore, students should be very familiar with contributions that morphological and etymological cues can make to vocabulary development.

In the ninth and tenth grades, that emphasis extends to analyzing words according to etymology and morphology, specifically to the contributions of Greek, Roman, and Norse mythology to the English language. Such an analysis should include comparing literal etymological meanings with meanings currently in use. Words (e.g., roots) selected for initial instruction can lead to many other words, all of which contain that meaning (e.g., *solar*, *solstice*, *solarium*). Other useful roots can then be introduced (e.g., *fortune*, a word derived from Fortuna, Roman goddess of luck and vengeance; or *cloth*, derived from one of the three sisters of fate in Greek mythology, Clotho, who spun the thread of life in her spindle).

Words derived from mythology are often based on proper names, such as Narcissus as the basis for *narcissistic*. Students can study this category of word derivation beyond mythology as well. For instance, the word *maverick* is derived from the name of a Texas cattle rancher (Samuel A. Maverick), who did not brand his calves.

Instructional Delivery

Many tools are available to students for working independently and successfully on morphological and etymological word derivations. Textbooks should supply the fundamentals for the study of derivations and effective activities for independent application. Several trade books found in the reference section of most bookstores also address the vocabulary and conceptual development standards well (e.g., books on word origins, morphemically based vocabulary books, dictionaries). Many of the tools are also available through the Internet (Snow, 2002).

Throughout the year teachers, by themselves or with the aid of textbooks, should briefly review the fundamentals of instruction in derivations and particularly useful affixes and roots.

Assessment

Entry-Level Assessment

1. *Entry-Level Assessment for Instructional Planning.* Students can be tested on their knowledge of high-frequency prefixes, suffixes, and some nonword bases. Tasks should include (a) asking students the meanings of some of the morphological elements; and (b) giving students some meanings and asking them to identify parts that correspond. Students should also be evaluated on their ability to break a word into its component parts.

Monitoring Student Progress

2. *Monitoring Student Progress Toward the Instructional Objective.* The most important characteristic of monitoring student progress in areas such as vocabulary (and oral and written language conventions) is *cumulative* monitoring; that is, checking periodically to determine whether students have retained the knowledge

and skill learned throughout the school year. If they have not, teachers should provide additional opportunities for study and review.

Post-test Assessment

3. *Post-test Assessment Toward the Standard.* Students should demonstrate their ability to extract the meanings of unfamiliar words through internal morphological and etymological cues (as well as context cues). They should show their work by indicating which meanings of which word parts led them to their inferences of word meanings.

Universal Access

Reading Difficulties or Disabilities

1. *Students with Reading Difficulties or Disabilities.* Some students may require more instruction and practice than do others in extracting meanings. Support should be provided through scaffolded activities, explicit instruction, and peer assistance.

Advanced Learners

2. *Students Who Are Advanced Learners.* These students can be expected not only to work on systematic vocabulary development independently but also to conduct sophisticated analyses of words. (*Note:* The morphology and derivation of many words are not always clear. For example, linguistic experts are uncertain about the derivation and morphological makeup of the word *embarrassed*.) Advanced students can investigate such words and offer hypotheses regarding their derivation and makeup, citing evidence and sources to support those hypotheses. These students can also investigate esoteric derivations, such as the relationship between the Latin meaning of *port* and words such as *inopportune* and *porterhouse steak*. Applications involving sophisticated linguistic puzzles also offer challenges to highly motivated students.

English Learners

3. *Students Who Are English Learners.* English learners often acquire the meaning of new words without being able to use them because they have not learned the grammatical rules governing usage and lack knowledge of the specific contexts in which the words are used. For instance, they may learn the meanings of such sophisticated words as *torrid*, *pungent*, and *umbrage* without having any idea how to use them in communication. (Consider, for instance, the learner who wrote, “She burned her tongue on the *torrid* food.”) Teachers should provide English learners with information concerning not only the origins of words but also the use of words. English learners need to be helped to use the words appropriately in sentences. English learners often have great difficulty in acquiring more basic academic words (such as *comprise*, *denote*, *signify*, *summarize*, and *mention*) than words of Greek, Latin, and Old Norse derivation. However, they benefit from instruction in the academic words, which appear in great number in middle school and high school textbooks. They also benefit from increased exposure to the words, opportunities to use them, and feedback as to usage.

Instructional Materials

Instructional materials should provide teachers with substantial means for teaching all the standards related to the more conventional language arts instruction: vocabulary, grammar and usage, spelling, capitalization, and punctuation. Students at this level will differ in their ability to use the conventions. Instructional materials should, therefore, be focused on independent activities that can be assigned as needed.

Ninth Grade and Tenth Grade English–Language Arts Content Standards

Reading

1.0 Word Analysis, Fluency, and Systematic Vocabulary Development

Students apply their knowledge of word origins to determine the meaning of new words encountered in reading materials and use those words accurately.

Vocabulary and Concept Development

1.1 Identify and use the literal and figurative meanings of words and understand word derivations.

1.2. Distinguish between the denotative and connotative meanings of words and interpret the connotative power of words.

1.3 Identify Greek, Roman, and Norse mythology and use the knowledge to understand the origin and meaning of new words (e.g., the word *narcissistic* drawn from the myth of Narcissus and Echo).

2.0 Reading Comprehension (Focus on Informational Materials)

Students read and understand grade-level-appropriate material. They analyze the organizational patterns, arguments, and positions advanced. The selections in *Recommended Literature: Kindergarten Through Grade Twelve* (California Department of Education [CDE], 2002) illustrate the quality and complexity of the materials to be read by students. In addition, by grade twelve, students read two million words annually on their own, including a wide variety of classic and contemporary literature, magazines, newspapers, and online information. In grades nine and ten, students make substantial progress toward this goal.

Structural Features of Informational Materials

2.1 Analyze the structure and format of functional workplace documents, including the graphics and headers, and explain how authors use the features to achieve their purposes.

2.2 Prepare a bibliography of reference materials for a report using a variety of consumer, workplace, and public documents.

Comprehension and Analysis of Grade-Level-Appropriate Text

2.3 Generate relevant questions about readings on issues that can be researched.

2.4 Synthesize the content from several sources or works by a single author dealing with a single issue; paraphrase the ideas and connect them to other sources and related topics to demonstrate comprehension.

2.5 Extend ideas presented in primary or secondary sources through original analysis, evaluation, and elaboration.

2.6 Demonstrate use of sophisticated learning tools by following technical directions (e.g., those found with graphic calculators and specialized software programs and in access guides to World Wide Web sites on the Internet).

Expository Critique

2.7 Critique the logic of functional documents by examining the sequence of information and procedures in anticipation of possible reader misunderstandings.

2.8 Evaluate the credibility of an author's argument or defense of a claim by critiquing the relationship between generalizations and evidence, the comprehensiveness of evidence, and the way in which the author's intent affects the structure and tone of the text (e.g., in professional journals, editorials, political speeches, primary source material).

3.0 Literary Response and Analysis

Students read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science. They conduct in-depth analyses of recurrent patterns and themes. The selections in *Recommended Literature: Kindergarten Through Grade Twelve* (CDE, 2002) illustrate the quality and complexity of the materials to be read by students.

Structural Features of Literature

3.1 Articulate the relationship between the expressed purposes and the characteristics of different forms of dramatic literature (e.g., comedy, tragedy, drama, dramatic monologue).

3.2 Compare and contrast the presentation of a similar theme or topic across genres to explain how the selection of genre shapes the theme or topic.

Narrative Analysis of Grade-Level-Appropriate Text

3.3 Analyze interactions between main and subordinate characters in a literary text (e.g., internal and external conflicts, motivations, relationships, influences) and explain the way those interactions affect the plot.

3.4 Determine characters' traits by what the characters say about themselves in narration, dialogue, dramatic monologue, and soliloquy.

3.5 Compare works that express a universal theme and provide evidence to support the ideas expressed in each work.

3.6 Analyze and trace an author's development of time and sequence, including the use of complex literary devices (e.g., foreshadowing, flashbacks).

3.7 Recognize and understand the significance of various literary devices, including figurative language, imagery, allegory, and symbolism, and explain their appeal.

3.8 Interpret and evaluate the impact of ambiguities, subtleties, contradictions, ironies, and incongruities in a text.

3.9 Explain how voice, persona, and the choice of a narrator affect characterization and the tone, plot, and credibility of a text.

3.10 Identify and describe the function of dialogue, scene designs, soliloquies, asides, and character foils in dramatic literature.

Literary Criticism

3.11 Evaluate the aesthetic qualities of style, including the impact of diction and figurative language on tone, mood, and theme, using the terminology of literary criticism. (Aesthetic approach)

3.12 Analyze the way in which a work of literature is related to the themes and issues of its historical period. (Historical approach)

Writing

1.0 Writing Strategies

Students write coherent and focused essays that convey a well-defined perspective and tightly reasoned argument. The writing demonstrates students' awareness of the audience and purpose. Students progress through the stages of the writing process as needed.

Organization and Focus

1.1 Establish a controlling impression or coherent thesis that conveys a clear and distinctive perspective on the subject and maintain a consistent tone and focus throughout the piece of writing.

1.2 Use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the passive voice.

Research and Technology

- 1.3 Use clear research questions and suitable research methods (e.g., library, electronic media, personal interview) to elicit and present evidence from primary and secondary sources.
- 1.4 Develop the main ideas within the body of the composition through supporting evidence (e.g., scenarios, commonly held beliefs, hypotheses, definitions).
- 1.5 Synthesize information from multiple sources and identify complexities and discrepancies in the information and the different perspectives found in each medium (e.g., almanacs, microfiche, news sources, in-depth field studies, speeches, journals, technical documents).
- 1.6 Integrate quotations and citations into a written text while maintaining the flow of ideas.
- 1.7 Use appropriate conventions for documentation in the text, notes, and bibliographies by adhering to those in style manuals (e.g., *Modern Language Association Handbook*, *The Chicago Manual of Style*).
- 1.8 Design and publish documents by using advanced publishing software and graphic programs.

Evaluation and Revision

- 1.9 Revise writing to improve the logic and coherence of the organization and controlling perspective, the precision of word choice, and the tone by taking into consideration the audience, purpose, and formality of the context.
- 2.0 Writing Applications (Genres and Their Characteristics)
- Students combine the rhetorical strategies of narration, exposition, persuasion, and description to produce texts of at least 1,500 words each. Student writing demonstrates

a command of standard American English and the research, organizational, and drafting strategies outlined in Writing Standard 1.0.

Using the writing strategies of grades nine and ten outlined in Writing Standard 1.0, students:

2.1 Write biographical or autobiographical narratives or short stories:

a. Relate a sequence of events and communicate the significance of the events to the audience.

b. Locate scenes and incidents in specific places.

c. Describe with concrete sensory details the sights, sounds, and smells of a scene and the specific actions, movements, gestures, and feelings of the characters; use interior monologue to depict the characters' feelings.

d. Pace the presentation of actions to accommodate changes in time and mood.

e. Make effective use of descriptions of appearance, images, shifting perspectives, and sensory details.

2.2 Write responses to literature:

a. Demonstrate a comprehensive grasp of the significant ideas of literary works.

b. Support important ideas and viewpoints through accurate and detailed references to the text or to other works.

c. Demonstrate awareness of the author's use of stylistic devices and an appreciation of the effects created.

d. Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.

2.3 Write expository compositions, including analytical essays and research reports:

a. Marshal evidence in support of a thesis and related claims, including information on all relevant perspectives.

- b. Convey information and ideas from primary and secondary sources accurately and coherently.
- c. Make distinctions between the relative value and significance of specific data, facts, and ideas.
- d. Include visual aids by employing appropriate technology to organize and record information on charts, maps, and graphs.
- e. Anticipate and address readers' potential misunderstandings, biases, and expectations.
- f. Use technical terms and notations accurately.

2.4 Write persuasive compositions:

- a. Structure ideas and arguments in a sustained and logical fashion.
- b. Use specific rhetorical devices to support assertions (e.g., appeal to logic through reasoning; appeal to emotion or ethical belief; relate a personal anecdote, case study, or analogy).
- c. Clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, and expressions of commonly accepted beliefs and logical reasoning.
- d. Address readers' concerns, counterclaims, biases, and expectations.

2.5 Write business letters:

- a. Provide clear and purposeful information and address the intended audience appropriately.
- b. Use appropriate vocabulary, tone, and style to take into account the nature of the relationship with, and the knowledge and interests of, the recipients.
- c. Highlight central ideas or images.

- d. Follow a conventional style with page formats, fonts, and spacing that contribute to the documents' readability and impact.

2.6 Write technical documents (e.g., a manual on rules of behavior for conflict resolution, procedures for conducting a meeting, minutes of a meeting):

- a. Report information and convey ideas logically and correctly.
- b. Offer detailed and accurate specifications.
- c. Include scenarios, definitions, and examples to aid comprehension (e.g., troubleshooting guide).
- d. Anticipate readers' problems, mistakes, and misunderstandings.

Written and Oral English Language Conventions

The standards for written and oral English language conventions have been placed between those for writing and for listening and speaking because these conventions are essential to both sets of skills.

1.0 Written and Oral English Language Conventions

Students write and speak with a command of standard English conventions.

Grammar and Mechanics of Writing

1.1 Identify and correctly use clauses (e.g., main and subordinate), phrases (e.g., gerund, infinitive, and participial), and mechanics of punctuation (e.g., semicolons, colons, ellipses, hyphens).

1.2 Understand sentence construction (e.g., parallel structure, subordination, proper placement of modifiers) and proper English usage (e.g., consistency of verb tenses).

1.3 Demonstrate an understanding of proper English usage and control of grammar, paragraph and sentence structure, diction, and syntax.

Manuscript Form

- 1.4 Produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization.
- 1.5 Reflect appropriate manuscript requirements, including title page presentation, pagination, spacing and margins, and integration of source and support material (e.g., in-text citation, use of direct quotations, paraphrasing) with appropriate citations.

Listening and Speaking**1.0 Listening and Speaking Strategies**

Students formulate adroit judgments about oral communication. They deliver focused and coherent presentations of their own that convey clear and distinct perspectives and solid reasoning. They use gestures, tone, and vocabulary tailored to the audience and purpose.

Comprehension

- 1.1 Formulate judgments about the ideas under discussion and support those judgments with convincing evidence.
- 1.2 Compare and contrast the ways in which media genres (e.g., televised news, news magazines, documentaries, online information) cover the same event.

Organization and Delivery of Oral Communication

- 1.3 Choose logical patterns of organization (e.g., chronological, topical, cause and effect) to inform and to persuade, by soliciting agreement or action, or to unite audiences behind a common belief or cause.
- 1.4 Choose appropriate techniques for developing the introduction and conclusion (e.g., by using literary quotations, anecdotes, references to authoritative sources).

1.5 Recognize and use elements of classical speech forms (e.g., introduction, first and second transitions, body, conclusion) in formulating rational arguments and applying the art of persuasion and debate.

1.6 Present and advance a clear thesis statement and choose appropriate types of proof (e.g., statistics, testimony, specific instances) that meet standard tests for evidence, including credibility, validity, and relevance.

1.7 Use props, visual aids, graphs, and electronic media to enhance the appeal and accuracy of presentations.

1.8 Produce concise notes for extemporaneous delivery.

1.9 Analyze the occasion and the interests of the audience and choose effective verbal and nonverbal techniques (e.g., voice, gestures, eye contact) for presentations.

Analysis and Evaluation of Oral and Media Communications

1.10 Analyze historically significant speeches (e.g., Abraham Lincoln's "Gettysburg Address," Martin Luther King, Jr.'s "I Have a Dream") to find the rhetorical devices and features that make them memorable.

1.11 Assess how language and delivery affect the mood and tone of the oral communication and make an impact on the audience.

1.12 Evaluate the clarity, quality, effectiveness, and general coherence of a speaker's important points, arguments, evidence, organization of ideas, delivery, diction, and syntax.

1.13 Analyze the types of arguments used by the speaker, including argument by causation, analogy, authority, emotion, and logic.

1.14 Identify the aesthetic effects of a media presentation and evaluate the techniques used to create them (e.g., compare Shakespeare's *Henry V* with Kenneth Branagh's 1990 film version).

2.0 Speaking Applications (Genres and Their Characteristics)

Students deliver polished formal and extemporaneous presentations that combine the traditional rhetorical strategies of narration, exposition, persuasion, and description. Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0. Using the speaking strategies of grades nine and ten outlined in Listening and Speaking Standard 1.0, students:

2.1. Deliver narrative presentations:

- a. Narrate a sequence of events and communicate their significance to the audience.
- b. Locate scenes and incidents in specific places.
- c. Describe with concrete sensory details the sights, sounds, and smells of a scene and the specific actions, movements, gestures, and feelings of characters.
- d. Pace the presentation of actions to accommodate time or mood changes.

2.2 Deliver expository presentations:

- a. Marshal evidence in support of a thesis and related claims, including information on all relevant perspectives.
- b. Convey information and ideas from primary and secondary sources accurately and coherently.
- c. Make distinctions between the relative value and significance of specific data, facts, and ideas.
- d. Include visual aids by employing appropriate technology to organize and display information on charts, maps, and graphs.
- e. Anticipate and address the listener's potential misunderstandings, biases, and expectations.

f. Use technical terms and notations accurately.

2.3 Apply appropriate interviewing techniques:

a. Prepare and ask relevant questions.

b. Make notes of responses.

c. Use language that conveys maturity, sensitivity, and respect.

d. Respond correctly and effectively to questions.

e. Demonstrate knowledge of the subject or organization.

f. Compile and report responses.

g. Evaluate the effectiveness of the interview.

2.4 Deliver oral responses to literature:

a. Advance a judgment demonstrating a comprehensive grasp of the significant ideas of works or passages (i.e., make and support warranted assertions about the text).

b. Support important ideas and viewpoints through accurate and detailed references to the text or to other works.

c. Demonstrate awareness of the author's use of stylistic devices and an appreciation of the effects created.

d. Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.

2.5 Deliver persuasive arguments (including evaluation and analysis of problems and solutions and causes and effects):

a. Structure ideas and arguments in a coherent, logical fashion.

b. Use rhetorical devices to support assertions (e.g., by appeal to logic through reasoning; by appeal to emotion or ethical belief; by use of personal anecdote, case study, or analogy).

c. Clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, expressions of commonly accepted beliefs, and logical reasoning.

d. Anticipate and address the listener's concerns and counterarguments.

2.6 Deliver descriptive presentations:

a. Establish clearly the speaker's point of view on the subject of the presentation.

b. Establish clearly the speaker's relationship with that subject (e.g., dispassionate observation, personal involvement).

c. Use effective, factual descriptions of appearance, concrete images, shifting perspectives and vantage points, and sensory details.

Eleventh Grade and Twelfth Grade Standards and Instruction

The standards for the eleventh and twelfth grades are the pinnacle of all the standards for the language arts. Most of the standards at this level are sophisticated extensions of the knowledge and skills previously targeted in the earlier grades. They highlight several interrelationships among the different domains of language arts: reading, writing, written and oral English-language conventions, and speaking and listening. The strands to be emphasized at the eleventh-grade and twelfth-grade levels are listed in the adjacent column under the appropriate domains.

Reading

1.0 Word Analysis, Fluency, and Systematic Vocabulary Development

2.0 Reading Comprehension (Focus on Informational Materials)

3.0 Literary Response and Analysis

Writing

1.0 Writing Strategies

2.0 Writing Applications (Genres and Their Characteristics)

Written and Oral English-Language Conventions

1.0 Written and Oral English-Language Conventions

Listening and Speaking

1.0 Listening and Speaking Strategies

2.0 Speaking Applications (Genres and Their Characteristics)

The following sections profile focus areas within each of the strands.

Reading Word Analysis, Fluency, and Systematic Vocabulary Development

Etymology and morphology are the basis for systematically building vocabulary at this level. The standards emphasize using those strategies to attack terms from political science, history–social science, science, and mathematics. Once more, however, issues of teacher responsibility arise in a departmentalized school. English teachers may wonder how much time in English class should be devoted to acquiring the vocabulary of other disciplines. Shared responsibility is obviously an ideal solution. Regardless, English teachers should discuss the etymological and morphological principles that help students access meaning.

Vocabulary development should occupy a small portion of classroom time in the eleventh and twelfth grades (Beck, McKeown, and Kucan, 2002; Stahl and Nagy, 2000). Most students should be able to study word derivations independently. Teachers should continue to direct students' attention to external context cues for meaning.

Reading Reading Comprehension

Informational reading in the twelfth grade is focused on public documents (e.g., policy statements, speeches, debates, platforms). In addition to the documents, public statements contained in formal speeches and informal interviews offer abundant opportunities for students to practice the analytic and evaluative skills described in this standard. Point-of-view essays in news magazines and editorials in newspapers are rich sources of additional instructional materials. The strongest emphasis at the content level is directed to evaluating and verifying facts and arguments. At the structural level students analyze the ways in which clarity of meaning interacts with elements such as word choice, organization, and syntax.

The focus of the standards in this strand relates closely to the standards in writing (e.g., writing reports on historical investigations); speaking (e.g., delivering multimedia

presentations); and listening (e.g., identifying logical fallacies in oral arguments).

Therefore, instruction should capitalize on those relationships by addressing similar elements from different domains at one time (Snow, 2002). To do so contributes not only to efficiency but also to learning about important rhetorical considerations in more depth. For instance, students will understand the elements of persuasion in the greatest depth if they not only read persuasive discourse critically but also employ those elements in their own writing and oral presentations.

Reading Literary Response and Analysis

By the end of high school, students are expected to be familiar with the purposes and characteristics of the major genres of literature. Reading Standard 3.0, Literary Response and Analysis, identifies the grade-level emphasis as follows: grade seven—prose; grade eight—poetry; grades nine and ten—drama; and grades eleven and twelve—subgenres that span genres, such as satire and parody.

In these culminating years this standard is focused on analyzing the historical genres and literary traditions of American literature and world literature. The traditional emphasis on British literature in the twelfth grade has been expanded to include works from other countries. Some of the novels or selections students read should be drawn from historically or culturally significant works of literature that reflect and enhance their studies of history—social science at this level.

Whether reading American or world literature, students in the eleventh and twelfth grades are expected to:

- Contrast the major literary forms and characteristics of the major literary periods.
- Relate literary works and authors to major themes and issues of their eras.
- Analyze the philosophical, political, religious, ethical, and social influences that have shaped characters, plots, and themes.

Students at this level are expected to achieve more advanced and sophisticated standards. For the more challenging literary concepts, they need clear explanations and elaborations from teachers, together with extensive support throughout the process of acquiring thorough knowledge of such concepts (Snow, 2002).

Traditionally, literary evaluation has emphasized quality literature. Although that emphasis should remain, instructional benefits can occasionally be gained from exposure to less worthy examples of literature. For instance, to appreciate fully the concept of satire as a subgenre, students should read an example of satire in which the author has not consistently separated the literal and satirical levels of the discourse.

The standards for both reading comprehension (focus on informational materials) and literary response and analysis require that “by grade twelve students read two million words annually on their own, including a wide variety of classic and contemporary literature, magazines, newspapers, and online information” (see pages 193 and 209 in this chapter). Two million words translate to about 11 pages a day or about one 335-page book each month. (Independent reading is discussed in greater detail in the literary response and analysis strand for the ninth and tenth grades.)

Writing Writing Strategies

Organization and Focus

Students should demonstrate full knowledge of the basic elements of discourse (e.g., audience) as well as more advanced literary devices, such as irony. They should be able to write well-structured arguments with good support and employ rhetorical devices and visual aids to enhance meaning. Their use of language should be fresh and natural.

Research and Technology

Students should use a variety of research strategies (e.g., experiments, interviews) and organize research information in systematic ways (e.g., through the development of

an annotated bibliography). They should also integrate databases, graphics, and spreadsheets into word-processing documents. Students are likely to need relatively brief but intense and explicit instruction in merging or importing various types of application files into word-processing documents. Although these activities fall into the language arts area of writing, classroom instruction and student activities may take place in a variety of subject-matter classes (Higgins, Boone, and Lovitt, 2001; Spandel, 2000).

Evaluation and Revision

Although students at this level should be familiar with all phases of the writing process, the standards focus on revising text to highlight voice, improve sentence variety and style, and enhance subtlety of meaning and tone. The standards within this strand should be addressed as students work on their compositions for the writing applications strand and their presentations for the speaking applications strand.

Writing Writing Applications

Text structures in this category found at earlier grade levels are fictional, autobiographical, and biographical narratives and responses to literature. In the eleventh and twelfth grades, the standards require students to work with the structures at a more sophisticated level. When appropriate, student texts should be about 1,500 words in length (five to six pages, typed and double-spaced).

Three new types of composition are introduced in the eleventh and twelfth grades. The first type is reflective composition. Although it resembles an autobiography, it focuses on exploring the significance of personal experience or concerns. A critical component is maintaining the appropriate balance between describing an incident and relating it to more abstract ideas. Like autobiographical writing, reflective writing has long been a focus of writing instruction in California's high schools. Instructional support

materials should be readily available to assist the students (Schumaker, Deschler, and McKinght, 2002).

Reports on historical investigation, the second type of composition, are new to this standard. Students are required to use primary and secondary sources to compare different points of view regarding a single historical event and explain the reasons for the similarities and differences. This activity is obviously appropriate in history–social science classes as well as in English classes.

The third new type of composition acknowledges the issues of students' approaching graduation from high school (i.e., filling out job applications and writing résumés). Although conventional style and format are still taught, equal emphasis is given to broader issues of content, such as tone, clarity, and appropriateness for the audience and purpose.

Students will need less initial instruction for familiar writing genres than they will for those structures introduced at this level. Accordingly, the teacher may wish to:

- Interrelate different standards that address the same text structure when possible. For instance, the standards include both writing and presenting orally a report on a historical investigation.
- Provide models of each text structure, including examples of student writing. Some of the models used may be of lesser quality so that the impact of poor structures on the audience can be demonstrated.
- Identify explicitly for students the critical elements of each text structure. Students are unlikely to have sufficient prior knowledge of the critical elements of a good multimedia presentation, for example. They need to become thoroughly familiar with such elements before they attempt to integrate them into challenging and time-consuming presentations. For instance, it is crucial to resist the temptation to put

more emphasis on the “bells and whistles” of a multimedia presentation than on the effective communication of a theme.

- Have students do some cooperative work throughout the varying phases of the writing process to provide additional instructional opportunities and help students achieve a sense of audience.

This standard also requires students to deliver multimedia presentations, a task that clearly integrates reading, writing, and speaking and listening. Students are expected to synthesize information from a wide range of materials, including media sources, and create a culminating presentation that integrates text, images, and sound. Important elements in the process are the selection of an appropriate medium for each component of the presentation and the skillful use of the selected media. To combine the requirements of several standards, students may wish to adapt a composition they have already written for use in the multimedia presentation.

Access to an adequate number of computers and appropriate software is obviously a prerequisite to students’ meeting this standard. In some schools English teachers may need to work with other colleagues and departments to coordinate the use of equipment and training to accomplish this task.

Written and Oral English-Language Conventions

In the eleventh and twelfth grades, more emphasis is given to using standard oral and written language conventions than to teaching them. Students are expected to control their use of grammar, paragraph and sentence structure, and diction. In addition, their written work should be legible and edited to follow standard conventions for spelling, capitalization, and punctuation. Writing should also reflect appropriate manuscript requirements.

For many students explicit instruction will probably be necessary for some of the content in this section. Individual instruction or peer-mediated instruction is appropriate for many students needing remedial work on conventions, such as improvement in legible writing and capitalization (Spandel, 2000). Use of individualized instructional software remains a valuable remediation strategy.

Listening and Speaking Listening and Speaking Strategies

Comprehension

At this level emphasis is given to analyzing media presentations of various types (e.g., advertisements, speeches, film, news) to help students recognize the strategies being used to inform, persuade, or entertain.

Organization and Delivery of Oral Communication

Most of the standards at this level concentrate on structural elements and rhetorical techniques. Some elements and techniques apply to several areas of language arts, such as rhetorical questions, parallelism, concrete images, figurative language, and irony. Others, such as gesture, movement, vocalization, and rehearsal strategies, are unique to oral presentations. Students should use standard English for clarity but recognize when informal language is effective and when technical language is needed. At this culminating level students are required to use classic and contemporary forms of logical argument, including inductive and deductive reasoning and reasoning from analogies.

Analysis and Evaluation of Oral and Media Communications

Students critique oral presentations, particularly media presentations, to evaluate rhetorical techniques as they relate to the purpose of the presentation, either stated or implied. In addition, they are required to analyze the arguments presented, a skill that requires some direct instruction. They should recognize common logical fallacies, such

as false causality, red herrings, and bandwagoning. Fallacies are best taught in contrast to standard logical principles of premises and conclusions.

Listening and Speaking Speaking Applications

Students are required to deliver polished formal and extemporaneous reflective presentations, oral reports on historical investigations, oral responses to literature, multimedia presentations, and recitations of poems, selections from speeches, or dramatic soliloquies. Except for recitations of poetry, these same types of presentations are targeted in the standards for the eleventh and twelfth grades within the writing applications strand. Even at this level students may find it challenging to deliver oral presentations to a large group. The challenge can be made less frightening and more successful when teachers:

- Allow students to deliver presentations initially to a small group of other students in a cooperative work group.
- Postpone extemporaneous presentations until after the students have delivered oral presentations from fully written documents. A tactic for teaching students to present extemporaneous—or nearly extemporaneous—presentations is first to make brief outlines of major points on a variety of topics.
- Allow students to present orally a discourse they had originally developed as a written composition. This approach also makes instruction more efficient and encourages a comparison between the same discourse as a written document and as a speech. Students will make some relatively minor changes in their written compositions to make them more effective in speech. For example, they will probably want to break some complex sentences into simpler structures as a general tactic for giving speeches and as an aid to varying intonation.

- 955 • Help students develop strong introductions that will capture the interest of their
956 audience.
- 957 Please see Appendix B for examples of standards that span domains and strands.

Eleventh Grade and Twelfth Grade Curricular and Instructional Profile

Reading Standard 3.8

DOMAIN

Reading

STRAND

3.0 Literary response and analysis

SUBSTRAND

Literary criticism

STANDARD

3.8 Analyze the clarity and consistency of political assumptions in a selection of literary works or essays on a topic (political approach).

Prerequisite standard. Ninth-Grade and Tenth-Grade Literary Response and Analysis

Standard 3.12: Analyze the way in which a work of literature is related to the themes and issues of its historical period (historical approach).

Corequisite standards. Eleventh-Grade and Twelfth-Grade Literary Response and Analysis Standards 3.1, 3.3.

Standard 3.1: Analyze characteristics of subgenres that are used in poetry, prose, and so forth.

Standard 3.3: Analyze the ways in which irony, tone, and mood achieve specific rhetorical and aesthetic purposes.

Eleventh-Grade and Twelfth-Grade Writing Applications Standard 2.2: Write responses to literature.

Eleventh-Grade and Twelfth-Grade Speaking Applications Standard 2.3: Deliver oral responses to literature.

Curricular and Instructional Decisions

Instructional Objective

Analyze the clarity and consistency of political assumptions in a selection of literary works or essays on a particular topic.

Instructional Design

A crucial element in achieving this objective is the assumption that students possess reasonably thorough knowledge about a given political topic. Although that knowledge can be obtained in conjunction with literary criticism activities, it is more efficient for learning that it take place through the coordination of the standards for the eleventh and twelfth grades and those for the ninth and tenth grades. For example, one of the approaches to literary criticism in the ninth-grade and tenth-grade standards is historical. Accordingly, students might visit a topic at that level (e.g., establishment of labor unions) with a historical emphasis, then revisit the topic in the eleventh and twelfth grades, using more sophisticated sources to learn the background necessary to conduct meaningful literary criticism through a political approach.

If readings are selected carefully, further economy in meeting ambitious standards can be achieved. For example, students might read some of Blake's *Songs of Innocence* for background on child-labor abuses in England that contributed to the formation of labor unions there. Work with such literature can contribute to achieving other standards related to literary response and analysis as well.

Students will learn that the contents of *Songs of Innocence* are not innocent and contribute to the students' understanding of one way in which irony achieves a rhetorical

effect. Simultaneously, students analyze characteristics of a variety of poems and other reading selections as part of their overall analysis of characteristics of the subgenres found within basic genres. Instruction should include portions of several other literary standards as well. The sequencing and selection of reading material can simultaneously influence the effectiveness and efficiency of instruction.

One group of writing standards requires students to write responses to literature. When they have read several selections and have demonstrated their understanding of the political approach to literary criticism—either in an informal way or through class discussion or more formal assessments—the next logical step for students to take is to write a formal literary critique emphasizing responses to literature singled out in the writing standards.

Instructional Delivery

Objective, thorough literary criticism is not easy to achieve. Instruction should begin with a clear notion of what literary criticism is and how the approach currently under study (i.e., political) differs from approaches taught in earlier grades (e.g., historical). A good way to frame the instruction is to have students first read examples of political literary criticism before going to source selections and eventually writing a formal critique.

Teachers should provide substantial guidance throughout this sequence, particularly in the form of explicit instruction in the elements of literary criticism unique to the political approach.

Assessment

Entry-Level Assessment

1. *Entry-Level Assessment for Instructional Planning.* Formal pretesting at this level is neither practical nor necessary. However, important prior knowledge assumed as

prerequisite for instruction should be tested informally. For example, if instruction in a political approach to literary criticism assumes background knowledge of history, students should be tested on that knowledge. The assessments can also serve as a mechanism for allowing students to review what they learned earlier.

Monitoring Student Progress

2. *Monitoring Student Progress Toward the Instructional Objective.* Throughout the year the activities students participate in provide multiple opportunities for ongoing evaluation of progress toward achieving standards. The crucial aspect of testing at this level is not the nature of the tests as much as how teachers use the results to make changes in the curriculum and instruction. For instance, if several students are having great difficulty with literary criticism, teachers should provide more scaffolded learning opportunities than they might do otherwise (e.g., procedural facilitators, such as think sheets).

Post-test Assessment

3. *Post-test Assessment Toward the Standard.* No single source of assessment can give a complete picture of student achievement of the standards. The types of tests required by the school district or the state contribute partially to the picture. Final independently produced compositions and oral presentations provide substantial significant data on achievement as well. For this standard in particular, a final written critique of a literary work is the best criterion-referenced assessment tool.

Universal Access

Reading Difficulties or Disabilities

1. *Students with Reading Difficulties or Disabilities.* Doing sophisticated critical analyses of literature and writing about them are extremely challenging for students with disabilities or other learning difficulties. They will be helped enormously if

teachers provide the substantial and explicit guidance previously recommended.

Teachers should read more challenging literary selections to the whole class.

Lower-performing students may require significant support from peers while

analyzing some literary selections. For very low performing students, the standards

for writing sophistication may be adapted.

Advanced Learners

2. *Students Who Are Advanced Learners.* Advanced students may be exempted from the substantial and explicit instruction described previously if they demonstrate a satisfactory grasp of the concepts being taught. Independent study might be useful provided guidance by the teacher is available as needed.

(Advanced learners still need instruction and should not be expected to teach

themselves.) Extending those students' learning to include the political analysis of

writings about present-day concerns might prove to be stimulating, especially if

students are thereby allowed to express their thoughts in genuine forums.

English Learners

3. *Students Who Are English Learners*

- a. Teachers need to provide English learners with models of the types of literary analyses the learners are expected to produce. Also recommended are exercises that will help the learners acquire the grammatical structures and vocabulary needed to perform the analyses and consistent feedback on the quality and accuracy of the learners' written work.

- b. Because English learners may not have access to the same cultural knowledge as English speakers do in order to analyze political assumptions, teachers may need to provide the learners with additional information.

- c. English learners may not have acquired the grammatical structures and vocabulary needed to complete literary analyses. For instance, they may not have learned how to use the present tense to discuss specific types of literary texts. (Note how the present tense is used in this sentence: Hamlet *dies* and his son *seeks* revenge.) English learners require additional information on verb tense as well as instruction in introducing and incorporating short and long quotations into text to support literary analyses and in analyzing texts rather than merely summarizing them.
- d. As the learners acquire advanced academic vocabulary, they should be guided in the appropriate use of the words in their writing.

Instructional Materials

Instructional materials should provide the following:

1. A sufficient number of examples of the genres targeted at this level that span reading, writing, and speaking
2. Procedural facilitators (i.e., devices designed to help facilitate acquisition of new knowledge and skills)
3. Reading selections coordinated to address more than a single standard
4. Examples of explicit strategies for achieving important standards
5. Substantial, significant resources for helping teachers accommodate a wide range of student achievement

Eleventh Grade and Twelfth Grade English– Language Arts Content Standards

Reading

1.0. Word Analysis, Fluency, and Systematic Vocabulary Development

Students apply their knowledge of word origins to determine the meaning of new words encountered in reading materials and use those words accurately.

Vocabulary and Concept Development

1.1 Trace the etymology of significant terms used in political science and history.

1.2 Apply knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to draw inferences concerning the meaning of scientific and mathematical terminology.

1.3 Discern the meaning of analogies encountered, analyzing specific comparisons as well as relationships and inferences.

2.0 Reading Comprehension (Focus on Informational Materials)

Students read and understand grade-level-appropriate material. They analyze the organizational patterns, arguments, and positions advanced. The selections in *Recommended Literature: Kindergarten Through Grade Twelve* (CDE, 2002) illustrate the quality and complexity of the materials to be read by students. In addition, by grade twelve, students read two million words annually on their own, including a wide variety of classic and contemporary literature, magazines, newspapers, and online information.

Structural Features of Informational Materials

2.1 Analyze both the features and the rhetorical devices of different types of public documents (e.g., policy statements, speeches, debates, platforms) and the way in which authors use those features and devices.

Comprehension and Analysis of Grade-Level-Appropriate Text

2.2 Analyze the way in which clarity of meaning is affected by the patterns of organization, hierarchical structures, repetition of the main ideas, syntax, and word choice in the text.

2.3 Verify and clarify facts presented in other types of expository texts by using a variety of consumer, workplace, and public documents.

2.4. Make warranted and reasonable assertions about the author's arguments by using elements of the text to defend and clarify interpretations.

2.5 Analyze an author's implicit and explicit philosophical assumptions and beliefs about a subject.

Expository Critique

2.6 Critique the power, validity, and truthfulness of arguments set forth in public documents; their appeal to both friendly and hostile audiences; and the extent to which the arguments anticipate and address reader concerns and counterclaims (e.g., appeal to reason, to authority, to pathos and emotion).

3.0 Literary Response and Analysis

Students read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science. They conduct in-depth analyses of recurrent themes. The selections in *Recommended Literature: Kindergarten Through Grade Twelve* (CDE, 2002) illustrate the quality and complexity of the materials to be read by students.

Structural Features of Literature

3.1 Analyze characteristics of subgenres (e.g., satire, parody, allegory, pastoral) that are used in poetry, prose, plays, novels, short stories, essays, and other basic genres.

Narrative Analysis of Grade-Level-Appropriate Text

3.2 Analyze the way in which the theme or meaning of a selection represents a view or comment on life, using textual evidence to support the claim.

3.3. Analyze the ways in which irony, tone, mood, the author's style, and the "sound" of language achieve specific rhetorical or aesthetic purposes or both.

3.4. Analyze ways in which poets use imagery, personification, figures of speech, and sounds to evoke readers' emotions.

3.5. Analyze recognized works of American literature representing a variety of genres and traditions:

a. Trace the development of American literature from the colonial period forward.

b. Contrast the major periods, themes, styles, and trends and describe how works by members of different cultures relate to one another in each period.

c. Evaluate the philosophical, political, religious, ethical, and social influences of the historical period that shaped the characters, plots, and settings.

3.6 Analyze the way in which authors through the centuries have used archetypes drawn from myth and tradition in literature, film, political speeches, and religious writings

(e.g., how the archetypes of banishment from an ideal world may be used to interpret Shakespeare's tragedy *Macbeth*).

3.7 Analyze recognized works of world literature from a variety of authors:

a. Contrast the major literary forms, techniques, and characteristics of the major literary periods (e.g., Homeric Greece, medieval, romantic, neoclassic, modern).

b. Relate literary works and authors to the major themes and issues of their eras.

c. Evaluate the philosophical, political, religious, ethical, and social influences of the historical period that shaped the characters, plots, and, settings.

Literary Criticism

3.8 Analyze the clarity and consistency of political assumptions in a selection of literary works or essays on a topic (e.g., suffrage, women's role in organized labor).

(Political approach)

3.9 Analyze the philosophical arguments presented in literary works to determine whether the authors' positions have contributed to the quality of each work and the credibility of the characters. (Philosophical approach)

Writing**1.0 Writing Strategies**

Students write coherent and focused texts that convey a well-defined perspective and tightly reasoned argument. The writing demonstrates students' awareness of the audience and purpose and progression through the stages of the writing process.

Organization and Focus

1.1 Demonstrate an understanding of the elements of discourse (e.g., purpose, speaker, audience, form) when completing narrative, expository, persuasive, or descriptive writing assignments.

1.2 Use point of view, characterization, style (e.g., use of irony), and related elements for specific rhetorical and aesthetic purposes.

1.3 Structure ideas and arguments in a sustained, persuasive, and sophisticated way and support them with precise and relevant examples.

1.4 Enhance meaning by employing rhetorical devices, including the extended use of parallelism, repetition, and analogy; the incorporation of visual aids (e.g., graphs, tables, pictures); and the issuance of a call for action.

1.5 Use language in natural, fresh, and vivid ways to establish a specific tone.

Research and Technology

- 1.6 Develop presentations by using clear research questions and creative and critical research strategies (e.g., field studies, oral histories, interviews, experiments, electronic sources).
- 1.7 Use systematic strategies to organize and record information (e.g., anecdotal scripting, annotated bibliographies).
- 1.8 Integrate databases, graphics, and spreadsheets into word-processed documents.

Evaluation and Revision

- 1.9 Revise text to highlight the individual voice, improve sentence variety and style, and enhance subtlety of meaning and tone in ways that are consistent with the purpose, audience, and genre.

2.0 Writing Applications (Genres and Their Characteristics)

Students combine the rhetorical strategies of narration, exposition, persuasion, and description to produce texts of at least 1,500 words each. Student writing demonstrates a command of standard American English and the research, organizational, and drafting strategies outlined in Writing Standard 1.0.

Using the writing strategies of grades eleven and twelve outlined in Writing Standard 1.0, students:

2.1 Write fictional, autobiographical, or biographical narratives:

- a. Narrate a sequence of events and communicate their significance to the audience.
- b. Locate scenes and incidents in specific places.
- c. Describe with concrete sensory details the sights, sounds, and smells of a scene and the specific actions, movements, gestures, and feelings of the characters; use interior monologue to depict the characters' feelings.

- 1224 d. Pace the presentation of actions to accommodate temporal, spatial, and
1225 dramatic mood changes.
- 1226 e. Make effective use of descriptions of appearance, images, shifting perspectives,
1227 and sensory details.
- 1228 2.2 Write responses to literature:
- 1229 a. Demonstrate a comprehensive understanding of the significant ideas in works or
1230 passages.
- 1231 b. Analyze the use of imagery, language, universal themes, and unique aspects of
1232 the text.
- 1233 c. Support important ideas and viewpoints through accurate and detailed
1234 references to the text and to other works.
- 1235 d. Demonstrate an understanding of the author's use of stylistic devices and an
1236 appreciation of the effects created.
- 1237 e. Identify and assess the impact of perceived ambiguities, nuances, and
1238 complexities within the text.
- 1239 2.3 Write reflective compositions:
- 1240 a. Explore the significance of personal experiences, events, conditions, or
1241 concerns by using rhetorical strategies (e.g., narration, description, exposition,
1242 persuasion).
- 1243 b. Draw comparisons between specific incidents and broader themes that illustrate
1244 the writer's important beliefs or generalizations about life.
- 1245 c. Maintain a balance in describing individual incidents and relate those incidents to
1246 more general and abstract ideas.
- 1247 2.4 Write historical investigation reports:

- 1248 a. Use exposition, narration, description, argumentation, exposition, or some
1249 combination of rhetorical strategies to support the main proposition.
- 1250 b. Analyze several historical records of a single event, examining critical
1251 relationships between elements of the research topic.
- 1252 c. Explain the perceived reason or reasons for the similarities and differences in
1253 historical records with information derived from primary and secondary sources
1254 to support or enhance the presentation.
- 1255 d. Include information from all relevant perspectives and take into consideration the
1256 validity and reliability of sources.
- 1257 e. Include a formal bibliography.
- 1258 2.5 Write job applications and résumés:
- 1259 a. Provide clear and purposeful information and address the intended audience
1260 appropriately.
- 1261 b. Use varied levels, patterns, and types of language to achieve intended effects
1262 and aid comprehension.
- 1263 c. Modify the tone to fit the purpose and audience.
- 1264 d. Follow the conventional style for that type of document (e.g., résumé,
1265 memorandum) and use page formats, fonts, and spacing that contribute to the
1266 readability and impact of the document.
- 1267 2.6 Deliver multimedia presentations:
- 1268 a. Combine text, images, and sound and draw information from many sources
1269 (e.g., television broadcasts, videos, films, newspapers, magazines, CD- ROMs,
1270 the Internet, electronic media-generated images).
- 1271 b. Select an appropriate medium for each element of the presentation.
- 1272 c. Use the selected media skillfully, editing appropriately and monitoring for quality.

d. Test the audience's response and revise the presentation accordingly.

Written and Oral English-Language Conventions

The standards for written and oral English language conventions have been placed between those for writing and for listening and speaking because these conventions are essential to both sets of skills.

1.0 Written and Oral English-Language Conventions

Students write and speak with a command of standard English conventions.

1.1 Demonstrate control of grammar, diction, and paragraph and sentence structure and an understanding of English usage.

1.2 Produce legible work that shows accurate spelling and correct punctuation and capitalization.

1.3 Reflect appropriate manuscript requirements in writing.

Listening and Speaking

1.0 Listening and Speaking Strategies

Students formulate adroit judgments about oral communication. They deliver focused and coherent presentations that convey clear and distinct perspectives and demonstrate solid reasoning. They use gestures, tone, and vocabulary tailored to the audience and purpose.

Comprehension

1.1 Recognize strategies used by the media to inform, persuade, entertain, and transmit culture (e.g., advertisements; perpetuation of stereotypes; use of visual representations, special effects, language).

1.2 Analyze the impact of the media on the democratic process (e.g., exerting influence on elections, creating images of leaders, shaping attitudes) at the local, state, and national levels.

1298 1.3 Interpret and evaluate the various ways in which events are presented and
1299 information is communicated by visual image makers (e.g., graphic artists,
1300 documentary filmmakers, illustrators, news photographers).

1301 **Organization and Delivery of Oral Communication**

1302 1.4 Use rhetorical questions, parallel structure, concrete images, figurative language,
1303 characterization, irony, and dialogue to achieve clarity, force, and aesthetic effect.

1304 1.5 Distinguish between and use various forms of classical and contemporary logical
1305 arguments, including:

1306 a. Inductive and deductive reasoning

1307 b. Syllogisms and analogies

1308 1.6 Use logical, ethical, and emotional appeals that enhance a specific tone and
1309 purpose.

1310 1.7 Use appropriate rehearsal strategies to pay attention to performance details,
1311 achieve command of the text, and create skillful artistic staging.

1312 1.8 Use effective and interesting language, including:

1313 a. Informal expressions for effect

1314 b. Standard American English for clarity

1315 c. Technical language for specificity

1316 1.9 Use research and analysis to justify strategies for gesture, movement, and
1317 vocalization, including dialect, pronunciation, and enunciation.

1318 1.10 Evaluate when to use different kinds of effects (e.g., visual, music, sound,
1319 graphics) to create effective productions.

1320 **Analysis and Evaluation of Oral and Media Communications**

1321 1.11 Critique a speaker's diction and syntax in relation to the purpose of an oral
1322 communication and the impact the words may have on the audience.

- 1.12 Identify logical fallacies used in oral addresses (e.g., attack *ad hominem*, false causality, red herring, overgeneralization, bandwagon effect).
- 1.13 Analyze the four basic types of persuasive speech (i.e., propositions of fact, value, problem, or policy) and understand the similarities and differences in their patterns of organization and the use of persuasive language, reasoning, and proof.
- 1.14 Analyze the techniques used in media messages for a particular audience and evaluate their effectiveness (e.g., Orson Welles' radio broadcast "War of the Worlds").

2.0 Speaking Applications (Genres and Their Characteristics)

Students deliver polished formal and extemporaneous presentations that combine traditional rhetorical strategies of narration, exposition, persuasion, and description. Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0. Using the speaking strategies of grades eleven and twelve outlined in Listening and Speaking Standard 1.0, students:

2.1 Deliver reflective presentations:

- a. Explore the significance of personal experiences, events, conditions, or concerns, using appropriate rhetorical strategies (e.g., narration, description, exposition, persuasion).
- b. Draw comparisons between the specific incident and broader themes that illustrate the speaker's beliefs or generalizations about life.
- c. Maintain a balance between describing the incident and relating it to more general, abstract ideas.

2.2 Deliver oral reports on historical investigations:

- a. Use exposition, narration, description, persuasion, or some combination of those to support the thesis.
- b. Analyze several historical records of a single event, examining critical relationships between elements of the research topic.
- c. Explain the perceived reason or reasons for the similarities and differences by using information derived from primary and secondary sources to support or enhance the presentation.
- d. Include information on all relevant perspectives and consider the validity and reliability of sources.

2.3 Deliver oral responses to literature:

- a. Demonstrate a comprehensive understanding of the significant ideas of literary works (e.g., make assertions about the text that are reasonable and supportable).
- b. Analyze the imagery, language, universal themes, and unique aspects of the text through the use of rhetorical strategies (e.g., narration, description, persuasion, exposition, a combination of those strategies).
- c. Support important ideas and viewpoints through accurate and detailed references to the text or to other works.
- d. Demonstrate an awareness of the author's use of stylistic devices and an appreciation of the effects created.
- e. Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.

2.4 Deliver multimedia presentations:

- a. Combine text, images, and sound by incorporating information from a wide range of media, including films, newspapers, magazines,

- 1373 CD-ROMs, online information, television, videos, and electronic media-
1374 generated images.
- 1375 b. Select an appropriate medium for each element of the presentation.
- 1376 c. Use the selected media skillfully, editing appropriately and monitoring for quality.
- 1377 d. Test the audience's response and revise the presentation accordingly.
- 1378 2.5 Recite poems, selections from speeches, or dramatic soliloquies with attention to
1379 performance details to achieve clarity, force, and aesthetic effect and to
1380 demonstrate an understanding of the meaning (e.g., Hamlet's soliloquy "To Be or
1381 Not to Be").